ELT520 - FROM THEORY TO PRACTICE: LEARNING THEORIES IN FOREIGN LANGUAGE EDUCATION - Sosyal Bilimler Enstitüsü - Yabancı Diller Eğitimi Ana Bilim Dalı

General Info

Objectives of the Course

The aim of this course is to provide an in-depth exploration of learning theories in foreign language education, discuss their impact on language learning and teaching processes, and examine how these theories can be used as a theoretical framework in academic research. Students will explore various theoretical perspectives, including cognitive, sociocultural, and interactionist learning theories, and discover how to integrate them into language teaching practices. The course aims to develop students' critical perspectives on transforming theoretical knowledge into practical applications. Additionally, students will analyze how learning theories can be applied in lesson planning and instructional material development and acquire strategies for utilizing learning theories in qualitative and quantitative research.

Course Contents

This course provides an in-depth examination of foreign language learning theories, exploring how these theories can be integrated into language teaching practices and academic research.

Recommended or Required Reading

Mitchell, R., Myles, F., & Marsden, E. (2019). Second Language Learning Theories. Routledge. Saville-Troike, M., & Barto, K. (2016). Introducing Second Language Acquisition. Cambridge University Press.

Planned Learning Activities and Teaching Methods

This course is designed to promote interactive, student-centered, and application-oriented learning by helping students understand theoretical concepts and apply them to teaching practices. The main teaching methods and learning activities include: Lectures: Provides theoretical foundations of learning theories. Interactive Discussions: Encourages students to critically evaluate language learning theories. Group Work: Explores how theories can be translated into classroom applications through collaboration. Case Study Analysis: Examines real classroom situations and applies theoretical perspectives.

Presentation Of Course

On-sight

Dersi Veren Öğretim Elemanları

Dr. Öğr. Üyesi Mehmet Tunaz

Program Outcomes

1. They will be able to identify foreign language learning theories.
2. They will understand how learning theories are applied in academic research.
3. They will critically evaluate and select strategies based on learning theories.

Weekly Contents

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
1	Course introduction and syllabus sharing with students		Lecturing, Discussion	Introduction to the Course	
2	Students are required to read chapter 1 (Pages 1-7) from the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	Second Language Learning: Key Concepts and Issues	
3	Students are required to read pages 7-20 from chapter 2 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge). Students are required to read pages 21-32 from chapter 2 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	The Recent History of Second Language Learning Research	
4	Students are required to read pages 33-55 from chapter 3 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	The Universal Grammar Approach	
5	Students are required to read pages 56-70 from chapter 3 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	Cognitive Approaches (1): General Learning Mechanisms	

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
6	Students are required to read pages 71-85 from chapter 4 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	Cognitive Approaches (2): Memory Systems, Implicit and Explicit Knowledge, and Skill Learning	
7	Students are required to read pages 86-102 from chapter 4 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	Interactionist Approaches	
8				Midterm exam	
9	Students are required to read pages 105-125 from chapter 5 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	Meaning-Based Perspectives	
10	Students are required to read pages 126-140 from chapter 5 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	Sociocultural Approaches	
11	Students are required to read pages 141-161 from chapter 6 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	Sociolinguistic Perspectives	
12	Students are required to read pages 162-182 from chapter 6 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	Integrating Theoretical Perspectives on Second Language Learning	
13	Students are required to read pages 183-195 from chapter 7 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge).		Lecturing, Discussion	Course Review and Discussions	
14	Students are required to complete the "Questions for self-study" and "Active Learning" activities at the end of chapters 1, 2 and 3 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge) before coming to class.		Lecturing, Discussion	Final Project Presentations and Discussions	
15	Students are required to complete the "Questions for self-study" and "Active Learning" activities at the end of chapters 4, 5, 6 and 7 of the course book (Introducing Second Language Acquisition by Muriel Saville-Troike, Cambridge) before coming to class.		Lecturing, Discussion	Final Project Presentations and Discussions	

Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Vize	1	2,00
Ödev	1	10,00
Proje	1	20,00
Final	1	2,00
Ders Öncesi Bireysel Çalışma	14	5,00
Ders Sonrası Bireysel Çalışma	14	1,00
Ara Sınav Hazırlık	1	10,00
Final Sınavı Hazırlık	1	10,00
Araştırma Sunumu	1	10,00
Tartışmalı Ders	14	3,00

Assesments

Activities	Weight (%)
Vize	40,00
Final	60,00

Yabancı Diller Eğitimi Ana Bilim Dalı / İNGİLİZ DİLİ EĞİTİMİ (YÜKSEK LİSANS-TEZLİ)(İNGİLİZCE) X Learning Outcome Relation

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12
L.O. 1	5	4	4	5	4	4	4	4	3	3	3	3
L.O. 2	5	5	4	4	3	3	3	3	3	3	3	3
L.O. 3	4	4	5	5	5	3	3	3	2	3	3	3

Table :

P.O. 1 : Dil eğitimi ilkelerini, teorilerini ve metotlarını kullanarak etkili dil öğretim uygulamaları tasarlar ve uygular.

P.O. 2 : Farklı öğrenicilerin ve eğitim bağlamlarının ihtiyaç ve hedefleriyle uyumlu müfredatı ve ders izlencesini değerlendirir ve uyarlar.

P.O. 3 : Öğrencilerin dil yeterliliğini değerlendirmek, ilerlemelerini izlemek ve yapıcı geri bildirim sağlamak için uygun değerlendirme araçlarını tasarlar ve kullanır.

P.O. 4 : Dil öğrenme ve öğretme deneyimlerini geliştirmek için dijital araçları, multimedya kaynaklarını ve çevrimiçi platformları entegre eder.

P.O. 5 : Sosyal bilimlerde uygulanan temel araştırma yöntemlerini analiz eder ve uygular.

P.O. 6 : Alanıyla ilgili araştırma yürütmek, değerlendirmek ve yayınlamak için gerekli becerileri geliştirir ve uygular.

P.O. 7 : Dil eğitimi uygulamaları ve pedagojisi ile ilgili mevcut literatürü analiz eder, araştırma projeleri tasarlar, veri toplayıp analiz ederek bulguları sunar.

P.O. 8 : Güncel araştırmaları ve kendi çalışmalarını alanındaki ve alan dışındaki gruplarla uygun araçlar kullanarak paylaşır.

P.O. 9 : Öğretimlerinde yansıtıcı ve etik bir yaklaşım benimser.

P.O. 10 : Öğrencilere, meslektaşlarına ve bir bütün olarak ELT mesleğine karşı güçlü bir profesyonellik ve sorumluluk duygusu sergiler.

P.O. 11 : Sürekli mesleki gelişim faaliyetlerine katılarak, yaşam boyu öğrenmeye ve profesyonel gelişime bağlılık gösterir.

P.O. 12 : ELT alanındaki güncel eğilimler ve araştırmalar hakkında güncel bilgi sahibi olur.

L.O. 1 : Yabancı dil öğrenme kuramlarını tanımlayabileceklerdir.

L.O. 2 : Akademik araştırmalarda öğrenme kuramlarının nasıl kullanılacağını anlayabileceklerdir.

L.O. 3 : Öğrenme kuramlarına dayalı stratejileri belirleyerek eleştirel değerlendirme yapabileceklerdir.